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ABSTRACT

The Employability Skills System Program (ESSP) is an adult education program designed to combine academic skills with job-seeking and employability skills. The program efforts include coordinating services and creating linkages between existing delivery services within the Detroit Public School System and private business and industry. In addition, the ESSP includes a curriculum exemplary of the realities of life and employment. This outreach program enrolled 150 adult education students during its first year, from March 1, 1982 to February 28, 1983. The training program included employability and job seeking skills; adult education skills; high school equivalency test training; vocational training; job club activities; and job placement, try-out, and cooperative training. At the end of the first year, the program appeared to be a success, since 14 identified success indicators showed positive direction. For example, of the 150 students, 21 attained jobs, 84 enrolled in a vocational/technical program, 46 completed high school equivalency tests, and 68 attended job interviews. As a result of the study, it was recommended that similar adult education programs combining job training, employability skills, and academic education be continued. A glossary or acronyms and sample forms used in the program are appended. (KC)

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EMPLOYABILITY SKILLS SYSTEM PROGRAM

A FINAL REPORT

A dissemination project funded under provisions of the Section 310, Adult Education Act, (P. L. 91-230 III), as amended, Project Number 82-010 in the amount of $70,516.

Project Director, Dr. Robert F. Bowers

DETROIT PUBLIC SCHOOLS
DEPARTMENT OF ADULT EDUCATION
5057 WOODWARD AVENUE
DETROIT, MI 48202

April 26, 1983

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CE 035 749

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FACT SHEET

PURPOSE	: An Adult Education program designed to combine basic academic skills with job seeking and employability skills. This will include coordinating services and creating linkages between existing delivery services within the Detroit Public School system and the private sector of business and industry.
PROGRAM OBJECTIVE	: To provide opportunities for adult education students to acquire certain skills and competencies in addition to basic education, that should increase the students' capabilities for acquiring and maintaining a job.
PROJECT LOCATION	: Adult Outreach Programs - Secondary Franklin Adult Education Center 1333 Pine Street Detroit, MI 48201
ENROLLMENT CAPACITY	: One hundred fifty (150) adult education students.
PROJECT ADMINISTRATION	: Administered under the supervision of the Department of Adult Education, Mr. Ray Ferrier, Divisional Director.
PROJECT DIRECTOR	: Dr. Robert F. Bowers Franklin Adult Education Center Room 302 964-4530
FIRST YEAR	: March 1, 1982 - February 28, 1983
ACTION PLAN	: 150 selected adult education students will participate in a training program that includes: 1. Employability and job seeking skills 2. Adult education skills 3. Pre-GED training 4. Vocational training 5. Job Club Activities 6. Job placement, Job Try-Out, and Co-op training
EVALUATION	: An extensive evaluation of the entire project shall be arranged by the Adult Education Department and the Research and Evaluation Department, Detroit Public Schools.

ABSTRACT

THE EMPLOYABILITY SKILLS SYSTEM is an adult education program designed to combine academic skills with job-seeking and employability skills. This includes coordinating services and creating linkages between existing delivery services within the Detroit Public School System and the private sector of business and industry.

In addition, the Employability Skills System develops an autonomous and rigorous curriculum exemplary of the realities of life and employment. This results in an effective and systematic approach to learning and mastering task-related academics and employability skills.

As a result of this process, adult education students acquire certain skills, competencies, and academic proficiencies, that increase their capabilities for acquiring and maintaining a job; all of which are directly related to the standards accepted by employers.

INTRODUCTION

One of the main purposes of the education process is to help students prepare themselves for the world of work. For the adult learner, who has at some previous time experienced a portion of the K-12 public education system, the relationship of education to the concept of work may be limited to a rather jaded view of education as it relates to employability skills.

In recent years, sweeping and rapid changes in technology have eliminated thousands of previously secure adults from the employment rolls. A fading economy has contributed towards this condition in even greater numbers. As a result, Adult Education is now in the position of administering not only to those citizens who for one reason or another never were successful either in school or the job market but also those citizens who, because of a viable economy were previously employed with minimal educational preparation and skills. Many of these minimally prepared persons have joined Adult Education Classes and programs.

A. Statement Of The Problem

Adult Education programs have been and continue to fill the needs of great numbers of adult learners. Each year thousands of students complete basic education requirements, acquire G.E.D. certificates, receive high school diplomas and regularly enhance their lives through cultural experiences and language proficiency. However, in a nation where technological changes and a faltering economy continue to raise the unemployment level, it soon becomes apparent that adult education must continue to respond to the needs of the adult students.

This response suggests change. A change that would address the needs of the adult learners who have many years of productivity available to them but lack the skills or motivation to realize this potential.

B. Rationale

National and State priorities previously identified, provided a logical beginning point for the development of a purpose and objectives for the Employability Skills System.

Specifically, the development of new configurations and/or combining education delivery systems to expand the opportunities for education for those who are least educated and most in need, is to be reflected in the Employability Skills System Model. It is the intent of adult education that academic skills shall not be taught in isolation. The academic curriculum shall be job or vocationally oriented. Secondly, the combined education delivery system shall include a linkage between the Detroit Public Schools' vocational resources and selected private resources in business and/or industry. Thirdly, and most importantly, our adult education enrollment being the least educated and most in need, are the target students.

C. Objectives

Adult education students, in addition to acquiring basic education skills, should also acquire certain other specific skills which coincide with standards acceptable by prospective employers. If we are to proceed with a holistic approach

to adult education, it is imperative that we assist students in reaching levels of proficiency that tend to increase the students' chances for acquiring and maintaining employment. In our efforts to achieve the desired success of the project, the following objectives are presented:

- To develop linkages that will realistically combine the vocational services of the Detroit Public Schools with the Department of Adult Education.

- To develop linkages that will realistically combine certain services in the private sector of business and industry with the Department of Adult Education.

- To develop and provide opportunities for student job try-out wherever appropriate.

- To assist students with realistic job placement commensurate with skill level and employer demand.

- To introduce and maintain the Job Club Concept as an integral training technique.

- To develop the capacity for the Department of Adult Education to expand and maintain the project concept after the 310 funding is over.

CHAPTER II

Objective Attainment

A variety of measurable, pre-determined objectives may be used to evaluate the success or failure of a program. For the purposes of this final report, we have chosen to discuss the degree of objective attainment relative to the objectives presented in Chapter 1. The reason for this approach is very clear. This report is designed to give the reader thorough insight as to the efficiency of the Employability Skills System approach. The activities and processes discussed in this report may be compared with, and related to a statistical analysis of program data which is being prepared by the Detroit Public Schools' Department of Research and Evaluation.

* * *

The first two objectives were concerned with developing linkages that would (1) realistically combine the vocational services of the Detroit Public Schools and, (2) realistically combine certain services in the private sector of business and industry with the Department of Adult Education.

The existing delivery services within the Detroit Public School System include the Crockett, Breithaupt and Randolph Vocational/Technical Centers, and the Cass Technical High School, the Evening High School Vocational Programs, and Franklin Adult Vocational Program.

The Crockett Vocational/Technical Center offers one, two or three-year programs in a variety of medical/health careers and also, programs in Commercial Art, Commercial Photography, Graphic Arts and Business Machine Repair. The Breithaupt Center offers programming in Food Service and Automotive Technology. The Randolph Center offers the Construction Trades and Business Education.

The Cass Technical Adult Center has a wide range of offerings in its Career Series Certificate Programs. These offerings include but are not limited to, Automotive Technology, Carpentry, Drafting Hydraulics, Welding, Locksmith, Tailoring and Upholstery.

The Franklin Adult Center's programs include Medical Careers, Sewing, Upholstery and Clerical Training. In addition, the Evening School Programs offer a variety of Vocational experiences.

During the first semester of the school year 1982-83, fifteen students were placed at the Cass, Crockett, Breithaupt and Randolph Centers and eleven students were placed in Franklin's Clerical program. Beginning in February,1983 to date, fifteen students were placed at the Cass, Breithaupt and Randolph Centers and one student was placed in an evening high school Computer Programming class at Northwestern High School. A total of fourteen students were also placed in the Franklin vocational programs. The impact of these placements become significant when we note that the vocational opportunities include, Food Management, Auto Mechanics, Diesel Technology, Electronics, Air Conditioning and Refrigeration, Masonry, Emergency Medical Technician, Physical Therapy, Typing, Sewing, Plumbing and Blue Print Reading, Small Engine Repair, Child Development, Upholstery, Criminal Justice, Radio/TV Repair and Computer Programming.

The business and industrial resources throughout the City of Detroit have been and continue to be explored for possible linkage.

To date these resources are Westin Hotel Corp., Fashion Institute of America, MoTech Diesel-Chrysler Training Center, Benton Management, Church's Chicken, City of Detroit Water Department, Radio Station WJR - Call for Action, Metro

Youth Foundation, VISTA, FOCUS, Harper Hospital, Detroit Police Department - Mini Station Division, Gleaners, Red Cross, Detroit Urban League, New Detroit Community Involvment Youth Program, C.E.T.A. and the Federal Job Information Center.

Once these resources were identified, this information was passed on to students. Utilizing seminars, workshops and presentations, the E.S.S.P. staff was able to recruit students for a variety of experiences based on individual interests and capabilities. This process dealt with the objective relative to developing and providing opportunities for student job try-out wherever appropriate.

It was clearly understood that a great number of these linkages would not provide a job directly, however, the opportunities for learning and gaining experience were mainly internship and volunteer service. These experiences may be likened to a practicum. Students spend a specified number of weeks at various job sites to get acquainted with the practical world of work. This practicum increases a student's chance of becoming employed by the cooperating agency or some similar one.

A final report on each student is prepared by the agency or supervisor responsible for the student's work station and submitted to the E.S.S.P. program for further student evaluation.

* * *

In response to the objective relating to realistic job placement commensurate with skill level and employer demand, and the objective relating to introducing and maintaining the Job Club Concept as an integral training technique, it seems quite logical to address these in a combined approach. For example, the E.S.S.P. Math and Job Club programs were designed to address the needs of adult students who perform at a minimal level, yet have marketable job skills that need development. The Math materials and activities for these students involve the acquisition of basic Math skills, and are totally job related. The activities are task related and the student is confined to only those tasks in order to achieve mastery. The Job Club combines the teaching of job seeking skills with the academic mastery and supervises job search activities. This intensive approach to finding a job maintains a realistic highly structured format utilizing telephones, telephone directories, Newspaper ads, Audio-Visual aids, sample application forms and work sheets. In addition, the E.S.S.P. provides a team teaching approach which capitalizes on the skills of two teachers who have completed formalized Job Club Training.

Overall, the entire staff has worked together to design a curriculum which enables the adult learner to increase academic achievement while simultaneously building achievement-related employment attitudes and habits. In E.S.S.P., students learn that expecting success rather than failure will help them to hold a positive self-image and increase control over their lives and learning choices. They discover how to sustain motivation by approaching a major challenge as a series of smaller tasks which can be performed and rewarded one at a time.

Utilizing the resources of the Job Club and the Job Developer, E.S.S.P. students were able to secure gainful employment. E.S.S.P. students have been and continue to be employed by such diverse agencies as Church's Fried Chicken, Jay Advertising Agency, Benton Management Services, the City of Detroit's Water Department, McDonald's, FOCUS, VISTA, the Joe Louis Arena Food Management Department (chef cook) and the Metro Youth Foundation. In addition, an apprentice was placed with a self employed Plumbing journeyman.

The final objective, developing the capacity for the Department of Adult Education to expand and maintain the project concept after 310 funding is over, is well on the way towards complete attainment. This is evident in that while funding for the project ended February 28, 1983, we enrolled approximately 196 students for the second semester beginning February 21, 1983.

Student enthusiasm, community response and Department concern for all adult learners suggest that the E.S.S.P. concept will continue in its present format. It is the intent to utilize techniques, activities and resources attained in this program to improve and enhance our existing outreach programs.

CHAPTER III

Academic Models

The competency based curriculum in Math, Reading and G.E.D. preparation consisted of a modular construct. Tasks were arranged into appropriate sequences; Modules and work schedules. The knowledge and skills for each task were organized into a hierarchy; and what one needs to know for mastery of each knowledge or skill was determined. Each student was expected to achieve 80% or above for mastery.

Through a series of personal interviews and this modular curriculum, students earn credit points towards E.S.S.P. certification. This credit point process incorporates team and individualized instruction as well as peer-tutoring. See Appendix.

Rewards are given for mastery at various levels. An important component of the rewards structure is the Recognition Ceremony conducted by the E.S.S.P. staff. These ceremonies are designed to recognize the academic achievements made by students. The positive reinforcement of receiving a Certificate of Achievement that denotes Mastery allows for the continued development of competence and enhancement of self-concept.

Additional curricular components are:

Self-directed Search - Self evaluation

"E.S.S.P. Live" - dramatization of dressing for success

Video taping - a three-step series of employment interviews

E.S.S.P. Newsletter - Bi-Monthly Newsletter

Seminars, Workshops and Field Trips

Mois Computer Terminal - Michigan Occupation Information Service for career directions and career decisions.

Finally, E.S.S.P. students not only develop cognitive but affective skills as well. Holistic development for adult students can not be achieved without self improvement. This involves enhancement of the total person; values, attitude and personality. The nature of the combined academic and employability skills program demonstrated an emergence and development of these qualities in the adult students. These are the humanistic qualities that also coincide with the job skills acceptable by prospective employers. The emergence of these affective qualities are further developed by the student's involvement in decision making, values clarification, self assessment, personality, role playing, and video taped activities. This behavior is evidenced by Participant Alert Reports, Progress Forms and Self/Instructor Evaluations completed the 4th, 8th, and 12th week of attendance. See Appendix.

CHAPTER IV

Success Indicators

The initial proposal presented seven Success Indicators.

Monthly Assessments were to be made and the results of these assessments would give project on-going data and information regarding the success or lack of success of our efforts.

Once the program began, staff decided that additional success indicators should be added. The original success indicators #1-7 and the additional, #8-14 are listed here with final tabulations for the program year.

1. Number of students who attended job try-outs.	22
2. Number of students who participated in on-the-job training.	12
3. Number of students who became employees.	21
4. Number of students who became enrolled in a vocational/technical program.	84
5. Number of students who completed a vocational/ technical program.	2
6. Number of students who are apprenticing.	1
7. Number of students who attended employment interviews.	68
8. Number of students who participated in employment & training programs.	39
9. Number of students who participated in co-op activities.	14
10. Number of students who were referred to other training programs or related agencies.	151
11. Number of students who completed G.E.D.	46

12. Number of students who left public assistance. 20

13. Number of students who were accepted by the military. 3

14. Number of students who completed 1 or more portions of G.E.D. 12

It should be noted that these success indicators were reported on each of the previous quarterly reports submitted during the funded year of the E.S.S.P. program.

There has been no attempt to suggest some statistically significant impact in these figures, but rather an attempt to document a continuing varied and accumulative effort towards program success.

In order to gain a more precise idea of the importance of the success indicators, attention is given to categorizing indicator items. For example, items dealing with G.E.D. completion and Vocation/Technical program enrollment show much promise. Those items involving job try-outs, on the job training, co-op activities, employment and training programs, employment interviews and actual employment are encouraging. Overall, the success indicators add yet another positive dimension to the Employability Skills System Concept.

CHAPTER V

Recommendations and Conclusions

The Employability Skills System Program has attempted to provide students with a range of activities, tasks, and skills designed to increase their capabilities for acquiring and maintaining a job. This process also involved vocational training and placement. Students were exposed to curriculum especially designed to assist in this process.

The curriculum was competency based and took into account individual needs, individual and group instruction.

In many instances, fragments of this program may be observed in other adult outreach programs and in other communities. However, it is the systematic, student centered, employment related approach that differentiates the E.S.S.P. from other programs.

Today's economic crisis reflects more than ever the importance of adequate, total person training. That is to say, in a work-world where there are large numbers of unemployed because of new technologies and foreign competition, the socially unskilled, the person untrained and unaware in the area of job-related non-technical skills is among the first to find himself unemployed.

It becomes a national priority that adult educators prepare to meet this challenge. They can no longer be content to provide Adult Basic Education and G.E.D. Certificates, but must provide the adult learners with tools and skills to compete effectively and successfully in the ever changing job market.

Individual classes in outreach locations, multiple programs housed in schools and community buildings, must begin to adapt their curriculum to address

the needs. We can no longer capture the imagination of potential students unless we present them a picture which projects a future involving preparedness for work and job placement possibilities.

In many instances, Vocational Training has been recommended for the slow learner, poor reader or the person who, because of social conditions has remained educationally and economically handicapped throughout his life. It is this kind of referral that has placed a stigma on vocational education in the past. Today, we realize that the premise is false. Persons referred for vocational training must meet certain academic standards considered mandatory for entrance into specialized vocational programs. The adult education programs must provide this training. In addition, adult education must offer opportunities to students to explore and experience a variety of activities in the conduct of career development.

The Employability Skills System Program attempts to address these tasks. We are continuing to experiment and explore. The degree of success that students achieve will determine the direction and scope of future adult education programs.

APPENDIX A

Glossary

E.S.S.P.	- Employability Skills System Program
G.E.D.	- General Educational Development Tests
C.E.T.A.	- Comprehensive Employment Training Act
VISTA	- Volunteers in Service to America
FOCUS	- Friends Offering Challenge, Understanding, Service
GATB	- General Aptitude Test Battery
TABE	- Tests of Academic Basic Education
COPS	- California Occupational Preference System
MOIS	- Michigan Occupational Information System

APPENDIX B

Forms

E.S.S.P. Flow Chart

Participant Alert Report

Progress Form

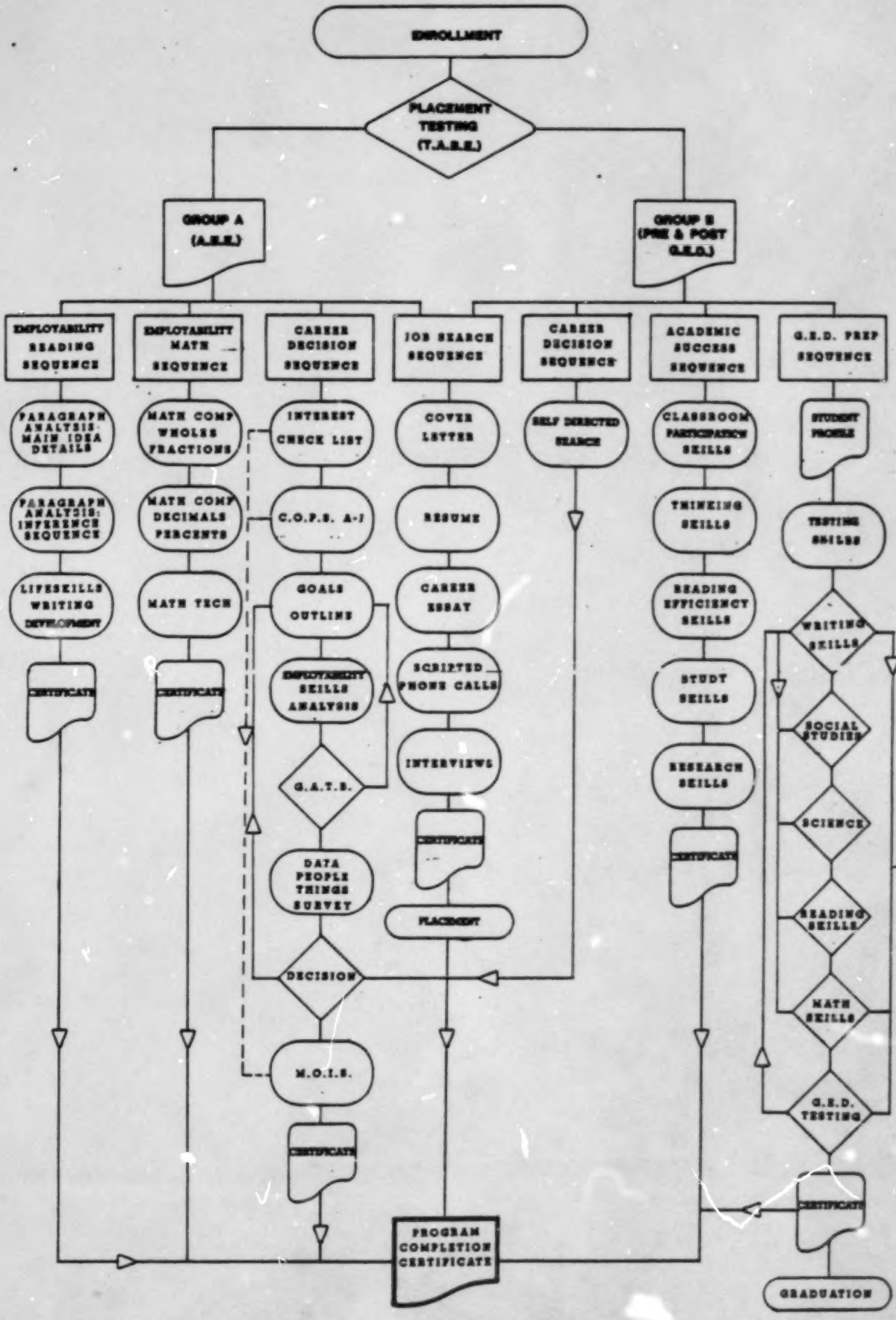
Self and Instructor Evaluation

Educational/Employability Development Plan

E.S.S.P. Group B - Point Requirements

E.S.S.P. Group A - Reading Requirements

E.S.S.P. Group A - Math Requirements


ENROLLMENT
PLACEMENT TESTING (T.A.B.E.)
GROUP A (A.B.E.)
GROUP B (PRE & POST G.E.D.)
EMPLOYABILITY READING SEQUENCE
EMPLOYABILITY MATH SEQUENCE
CAREER DECISION SEQUENCE
JOB SEARCH SEQUENCE
CAREER DECISION SEQUENCE
ACADEMIC SUCCESS SEQUENCE
G.E.D. PREP SEQUENCE
PARAGRAPH ANALYSIS: MAIN IDEA DETAILS
PARAGRAPH ANALYSIS: INFERENCE SEQUENCE
LIFESKILLS WRITING DEVELOPMENT
CERTIFICATE
MATH COMP WHOLES FRACTIONS
MATH COMP DECIMALS PERCENTS
MATH TECH
CERTIFICATE
INTEREST CHECK LIST
C.O.P.S. A-J
GOALS OUTLINE
EMPLOYABILITY SKILLS ANALYSIS
G.A.T.B.
DATA PEOPLE THINGS SURVEY
DECISION
M.O.I.S.
CERTIFICATE
COVER LETTER
RESUME
CAREER ESSAY
SCRIPTED PHONE CALLS
INTERVIEWS
CERTIFICATE
PLACEMENT
SELF DIRECTED SEARCH
CLASSROOM PARTICIPATION SKILLS
THINKING SKILLS
READING EFFICIENCY SKILLS
STUDY SKILLS
RESEARCH SKILLS
CERTIFICATE
STUDENT PROFILE
TESTING SKILLS
WRITING SKILLS
SOCIAL STUDIES
SCIENCE
READING SKILLS
MATH SKILLS
G.E.D. TESTING
CERTIFICATE
GRADUATION
PROGRAM COMPLETION CERTIFICATE

PARTICIPANT ALERT REPORT

DATE: _____

PARTICIPANT NAME: _____

TRAINER/TEACHER NAME: _____

AREA OF CONCERN

INTERVIEW

Arrival/Departure time ☐

Attendance ☐

Attitude ☐

Progress ☐

TELEPHONE PARTICIPATION ☐

STATEMENT OF CONCERN (BE SPECIFIC)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PROGRESS FORM

DATE_____

Participants Name _____

INSTRUCTOR _____

Start Date_____

Above average progress _____

Average progress _____

Below average progress _____

Grade if applicable A _____

B _____

C _____

D _____

E _____

SELF & INSTRUCTOR EVALUATION

DATE: _____

PARTICIPANT NAME: _____

INSTRUCTOR: _____

PROGRESS

Attendance	☐	Financial Problems	☐	Language	☐
Attitude	☐	Health	☐	Reading Skill	☐
Employment Skills	☐	Oral/Written Communication	☐	Math Skill	☐
Child Care	☐	Motivation	☐	Overall Progress	☐
Dress	☐	Interviewing	☐		

COMMENTS/CONCERNS/PROPOSED SOLUTIONS

EDUCATIONAL/EMPLOYABILITY DEVELOPMENT PLAN

DATE_____ TERM_____

NAME (Last, First, MI.)	SOC. SEC. #	DATE OF BIRTH

EDUCATION

H.S. DIPLOMA ☐ YES ☐ NO	SORT: MATH:
GED ☐ YES ☐ NO	New Student ☐ Returning Stu. ☐
LAST GRADE COMPLETED	ESL ☐ Yes ☐ No Level:
CREDITS EARNED ENG. ☐ HIST. ☐ GOVT. ☐ TOTAL ☐	
CREDITS NEEDED ENG. ☐ HIST. ☐ GOVT. ☐ TOTAL ☐	
VOCATIONAL TRAINING ☐ YES ☐ NO	
IF YES, WHAT TYPE?	PROGRAM ADV.

WORK HISTORY

DATES	EMPLOYER	JOB TITLE/DESCRIPTION	HOBBIES/SKILLS/INTERESTS

SAT ☐ YES ☐ NO	DATE:
MOIS ☐ YES ☐ NO	DATE/S:
CAREER DEV. CLASS ☐ YES ☐ NO	TERM:
MESC APP. ON FILE ☐ YES ☐ NO	DATE:

BARRIERS TO EMPLOYMENT OR OCCUPATIONAL ADVANCEMENT

☐ LACK OF EDUCATION ☐ HEALTH ☐ LACK OF WORK EXP ☐ AGE ☐ LACK OF TRANSPORTATION

☐ CREDENTIAL REQUIREMENTS ☐ LACK OF SKILL ☐ LANGUAGE ☐ POLICE RECORD ☐ LACK OF HOUSING

☐ RACE/NATIONAL ORIGIN ☐ HANDICAP ☐ LACK OF APPROPRIATE JOB OPPORTUNITIES ☐ ABSENCE OF ALT. WORK SHIFT ☐ OTHER

☐ SEX ☐ LACK OF CHILD CARE ☐ PUBLIC ASSISTANCE

EMPLOYMENT AND TRAINING NEEDS

☐ GED HSC ☐ SKILLS TRAINING ☐ LANGUAGE

☐ ORIENTATION TO WORK ☐ UPGRADING ☐ COUNSELING

☐ JOB SEARCH/ DEVELOPMENT ☐ RETRAINING ☐ OTHER

SUPPORTIVE SERVICE NEEDS

☐ RESIDENTIAL ☐ TRANSPORTATION

☐ CHILD CARE ☐ FINANCIAL COUNSELING

☐ LEGAL ☐ FAMILY PLANNING

☐ MEDICAL ☐ OTHER_____

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COMMENTS

EMPLOYMENT OBJECTIVES

VOCATIONAL GOALS - D.O.T	JOB READY	IMMEDIATE EMPLOYMENT/TRAINING GOALS
	☐ YES ☐ NO	
	☐ YES ☐ NO	
	☐ YES ☐ NO	

INDIVIDUALIZED PLAN

RECOMMENDED ACTIVITIES AND SERVICES

TITLE/ SUPPORT	ACTIVITIES/SERVICES	DATE ASSIGNED	REVIEW DATES SCHEDULED	REVIEW DATES ACTUAL	COMMENTS

PROJECTED UNSUBSIDIZED POSITION

PLANNED DATE FOR ENTRANCE INTO POSITION

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ADDITIONAL COMMENTS AND RECOMMENDATIONS

STUDENT SIGNATURE		PROGRAM ADVISOR SIGNATURE	
TELEPHONE NUMBER	DATE	VOC. EXP. LAB REP. NAME	
		VOC. EXP. LAB REP. SIGNATURE	DATE

RELEASE OF CONFIDENTIAL INFORMATION (OPTIONAL)

THIS AUTHORIZES A CONTINUING RELEASE OF SCHOOL RECORDS UPON REQUEST

BY _____
NAME OF AGENCY REPRESENTATIVE IF KNOWN

FOR THE SCHOOL YEAR 19____ / 19____
Check Appropriate Agency

_____ MESC
_____ D.S.S. (Dept. of Soc. Services)
_____ Vet. Adm.
_____ Rehabilitation Services (Vocational)
_____ Dept. of Corrections
_____ Probate Court
_____ Other _____

_____
NAME

_____
DATE

Your registration is not complete until you have made contact with the **Job Specialist** Center. Report to Room 141 to complete your registration.

E.S.S.P.-Group B Component Overview

Group B of the Employability Skills System Program consists of four component parts, aimed at several practical objectives:

1.) The G.E.D. Prep Sequence prepares students for successful passage of the General Educational Development Exam as a first step toward High School Completion.

2.) The Career Decision Sequence provides guidance activities for making decisions leading to a compatable career.

3.) The Job Search Sequence assists students with skills information and guidance relevant to job hunting, either immediately or in the future.

4.) The Academic Success Sequence prepares students for further training, with skills needed for success in a wide variety of learning environments.

The E.S.S.P. program grants a certificate of completion for earning a required number of points. Points are earned by completing the required elements (skill activities) in each component; an overview follows.

E.S.S.P. Component Completion Record

COMPONENT	SKILL/ACTIVITY	POINTS REQ.	
A. G.E.D Prep Sequences*			
	1. Writing (Grammar)	50	
	2. Social Studies	50	
	3. Science	50	
	4. Reading (Literature)	50	
	5. Mathematics	50	
	6. Official Practice G.E.D.	25	
	7. G.E.D. Testing	100	
	TOTAL REQ. :	350	

* Points may be granted for previous completion of all or part of the G.E.D.

E.S.S.P. Component Completion Record cont.

COMPONENT	SKILL/ACTIVITY	POINTS REQ.	
B. Career Decision Sequence			
	1. Values Clarification	25	
	2. Self Directed Search	25	
	3. Employability Skills Analysis	25	
	4. G.A.T.B.	25	
	5. Goals Outline	25	
	6. Data, People, Things Survey	25	
	7. M.?.I.S.	50	
	8. Vocational Center visits @ 17 pts./visit	50	
	TOTAL REQ. :	250	
C. Job Search Sequence			
	1. Cover Letter	25	
	2. Resume	50	
	3. 100 Scripted Phone Calls	50	
	4. 5 Interviews	50	
	5. 4 Workshops @ 13 pts./workshop	50	
	6. Career Essay	25	
	TOTAL REQ. :	250	
D. Academic Success Sequence			
	1. Classroom Participation Skills	50	
	2. Thinking Skills	50	
	3. Reading Efficiency Skills	50	
	4. Study Skills	50	
	5. Test Taking Skills	50	
	6. Research Skills	100	
	TOTAL REQ. :	350	
TOTAL [illegible] :		1200	

ESSP "500" reading system

CLASS SYLLABUS SPRING 1983

A. WASNER, INSTRUCTOR

module 1

125 POINTS

TABE PRETEST

FOCUS: UNDERSTANDING PARAGRAPHS

BBSR	23-50
WU	1-15
PTP	UNIT 1

FOCUS: MAIN IDEA

BBSR	50-67
WU	16-30
SB	2-8
PTP	UNIT 2

FOCUS: INFERENCE

BBSR	151-173
WU	31-50
SB	9-15
PTP	UNIT 3,5

*Reading Test 1

module 3

150 POINTS

JANUS JOB INTERVIEWS 1-5 or 6-10
VIDEOTAPE SESSION #1

DON'T GET FIRED! Ch. 4-8
PTP UNIT 10

THE REALITY OF WORK & PROMOTION I
VIDEOTAPE SESSION #2

THE REALITY OF WORK & PROMOTION II

FINAL VIDEOTAPE SESSION

*Reading Test 3

TABE POST TEST

GRADUATION!!!

module 2

125 POINTS

HOW TO GET A JOB & KEEP IT 1-3
PERFORMANCE TASK 1-3

YOU & THE WORLD OF WORK 1,3,7
PERFORMANCE TASK 3,4,5

REALIZING WHAT'S AVAILABLE 4,9,10
PERFORMANCE TASK 6,7,7a

GETTING READY FOR WORK 1,4,6
PERFORMANCE TASK 9,10

A REALISTIC JOB SEARCH 1,5,6
PERFORMANCE TASK 8

***RESUME DUE
50 Phone calls completed
3 required interviews

*Reading Test 2

module 4

100 POINTS

4 of 6 FIELDTRIPS

4 of 6 SEMINARS

CAREER ESSAY

32 * Job Club Sequence

33

ESSP CLASS SYLLABUS 1982-1983 A. WASNER, INSTR.

In order to complete the ESSP requirements for certification, the ESSP student will earn a minimum total of 500 points. Students may earn points by completing, in any order, the following. Please note, an asterisk (*) indicates course requirements. Additional points may be selected by the student.

*Any 4 of 10 ESSP workshops and seminars	50
*Any 4 of 6 ESSP field trips	50

AN ACTIVE JOB SEARCH

*Career Essay and Goal Setting	25
*10 Cover Letters w/ copies	25
*100 Phone Calls to Employers	50
* 5 Interviews (Does NOT include picking up applications!)	50
* 1 Resume w/ 10 dry copies	50
Total:	200 points

READING COMPREHENSION

(Following Directions; Reading for Inference, Main Idea, Details; Speaking and Writing on the Job; Occupational Vocabulary).

The Jobs You Get	Any 5 Lessons	You may select any 4 books
Training For a Job	"	
Looking for a Job	"	
Changing a Job	"	
Wanting a Job	"	
Starting a Job	"	
Holding a Job	"	
Total:		25*

Carpentry and Occupational Reading Skills
Automotive " " "
Business " " "
Health " " "
Machine Trades " " "
Electronics " " "

You must complete any 2 books

Total: 25*

Reality of Work and Promotion
A Realistic Job Search
Getting Ready for the World of Work
Realizing What's Available in the World of Work
You and the World of Work

You must complete 5 chapters in any 4 books.

Total: 100*

How to Get a Job and Keep It	Any 5 Lessons	30
Jonus Job Interview Gfuide	Any 10 Lessons	25
Don't Get Fired!	Any 10 Lessons	25
Me and Jobs	Any 10 Lessons	25
Success at Work	Any 10 Lessons	25
Total:		50+

Exams: All students must complete the TABE, the Reading Mid-Term and attend the student/teacher conferences.

Note: 5 points deducted for each absence; 2 points deducted for each late arrival; 10 BONUS points can be earned for each 5 weeks of perfect attendance (total of 30 points toward certification!

ESCP

MATH WORK SCHEDULE

TEXTS: WWN- Working with Numbers

BBSM - Building Basic Skills in Mathematics

ABM - Applied Business Math

*MAKE SURE YOU READ ALL DIRECTIONS IN TEXTS
*CHECK MARK EACH SKILL AFTER COMPLETION
*HAND IN ALL NECESSARY WORK

SKILL/NAME	TEXT/SHEET PAGE(s) PROBLEMS	COMPLETED?	POINTS
ADDITION			
1. 1 placer	WWN, PAGE 4		10
2. 2 place	WWN, PAGE 5		10
3. 3 place +	WWN, PAGE 8		10
4. EXTRA WORK	WWN, PAGES 9 and 10		30
5. Check Yourself	BBSM, PAGES 23 and 28		10
6. Angular Addition and Subtotaling	SHEET, EXERCISE 7		10
7. Vertical and Horizontal Addition	SHEET, EXERCISE 9		10
SUBTRACTION			
8. 1 place	BBSM, PAGES 32 &33 (1-11)		10
9. 2 place	BBSM, PAGES 34 &35 (12-18)		10
10. 3 place +	BBSM, PAGE 36		10
11. EXTRA WORK	BBSM, PAGE 38 (29-34)		10
12. Installment Buying	SHEET, EXERCISE 12		10
13. Installment Price, Cash Price, Savings	SHEET, #12		10
14. Checking Up on Addition & Subtraction	SHEET		10
15. TEST 1 - Whole Numbers	SHEET		30
MULTIPLICATION			
16. REVIEW CHART	WWN, PAGE 14		10
17. Check Yourself	BBSM, PAGE 41 & 42		10
18. 1 and 2 Place	BBSM, PAGES 43 & 44		10
19. Multiply by 0	BBSM, PAGE 46 (22-24)		10
20. Checking Up	WWN, PAGE 18		10

SKILL/NAME	TEXT/SHEET PAGES(s) PROBLEMS	COMPLETED?	POINTS
21. Calculating Unit Prices	SHEET		
22. Dollars & Cents	WWN, PAGE 34		
LIVISION			
23. Division Facts	WWN, PAGE 43		10
24. EXTRA WORK	BBSM, PAGE 50 (1-12)		30
25. 2 place	BBSM, PAGE 52, 53 and 54		10
2 . With Remainders	BBSM, PAGE 55		10
27. Unit Prices	ABM, PAGE 34		10
28. Finding Averages	SHEET		10
29. Average Prices	ABM, PAGE 37		10
30. PROGRESS REVIEW	WWN, PAGE 62		30
31. Keeping Up Skills	WWN, PAGE 79		10
32. Business Invoicing	SHEET		10
		TOTAL - 400 Points	
STEP 2			
FRACTIONS			
33. Understanding Fractions	BBSM, PAGE 82 & 83		10
34. Their Meaning	WWN, PAGE 83		10
35. Reducing Fractions	BBSM, PAGE 84 (7-10)		10
36. Reducing	WWN, PAGE 89		10
37. Raising Fractions	BBSM, PAGE 85 & 86 (11-13)		10
38. Changing #1	BBSM, PAGE 86 & 87 (14-16)		10
ADDITION			
39. Changing #2	BBSM, PAGE 87 & 88		10
40. Adding with same Denominator	BBSM, PAGE 89 & 90 (1-2)		10
41. Adding with different Denominators	BBSM, PAGE 93 (7-9)		10
42. Add and Reduce	BBSM, PAGE 95 (10-13)		10
43. Adding Several Fractions	WWN, PAGE 90 (1-7)		10

SUBTRACTION			
44. With Same Denominator	BBSM, PAGE 97 (1-2)		10
45. With Different Denominator	BBSM, PAGE 98 (3-4)		10
46. From Whole Numbers	BBSM, PAGE 99 (5-6)		10
47. Subtract and Reduce	BBSM, PAGE 100 (7-8)		10
48. Subtract and Reduce	BBSM, PAGE 101 (9-10)		10
49. Checking Up	WWN PAGE 101		25
50. Maintaining Skills	WWN, PAGE 102 (1-6)		25
MULTIPLICATION			
51. Multiply and Reduce	BBSM, PAGE 103 (1-2)		10
52. Multiplying Three Fract.	BBSM, PAGE 103-104 (3-4)		10
53. Canceling	BBSM, PAGE 104 (5,6,7)		10
54. With Fractions and Whole Numbers	BBSM, PAGE 105 and 106		10
55. Mixed Numbers	BBSM, PAGE 106 (11,12,13)		10
56. Figuring Unit Prices	ABM, PAGE 46 (1-6)		10
???????????			
DIVISION			
57. Fractions by Fractions	BBSM, PAGE 108-109 (1-2)		10
58. Whole by Fractions	BBSM, PAGE 109 (3-4)		10
59. Fraction by Whole	BBSM, PAGE 110 (5-6)		10
60. With Mixed Numbers	BBSM, PAGE 110-111 (7,8,9)		10
61. SKILL TEST	BBSM, PAGE 112-115		30
STEP 3		TOTAL - 350	
DECIMALS			
62. Understanding and Reading	BBSM, PAGE 128-129 (1-4)		10
63. Reading and Writing	WWN, PAGE 105 (1-26)		10
64. Changing to Fractions	BBSM, PAGE 131 (1-5)		10
65. Fractions to Decimals	BBSM, PAGE 133-134 (1-3)		10
66. Adding	WWN, 106		10
67. Adding	SHEET, SKILL 8/ SHEET 1		10
68. Subtracting -	SHEET, TEST 7		10

ASAP

MATH TECHNOLOGY

TEXTS: NP-1 - Number Power

NP-2 - Number Power 2

WORK SCHEDULE

- MAKE SURE YOU READ ALL DIRECTIONS IN TEXTS
- CHECK MARK EACH SKILL AFTER COMPLETION
- CHECK YOUR OWN ANSWERS

SKILL/NAME	TEXT/SHEET PAGE(s) PROBLEMS	COMPLETED?	POINTS
METRICS AND MEASUREMENT			
1. Building Number Power Review Test	NP-1, PAGES 102-104		20
2. Table of Measurements	NP-1, PAGE 106 (Write Out)		10
3. Changing Units of Measurements	NP-1, PAGE 107 (1-12)		10
4. Adding and Carrying Units of Measurements	NP-1, PAGE 108 (1-12)		10
5. Subtracting by Borrowing Units of Measurement	NP-1, PAGE 109 (1-12)		10
6. Multiplying Units of Measurement	NP-1, PAGE 110 (1-12)		10
7. Dividing Units of Measurement	NP-1, PAGE 111 (1-12)		10
BASIC GEOMETRY			
8. Perimeter and Rectangles	NP-1, PAGES 112-113 (1-7)		20
9. Area and Rectangles	NP-1, PAGES 114-116 (1-12)		20
10. Volume and Dimensions	NP-1, PAGES 117-118 (1-10)		20

SKILL/NAME	TEXT/SHEET PAGE(s) PROBLEMS	COMPLETED?	POINTS
REAL LIFE AND EMPLOYMENT			
11. Reading Sales Tax Tables	MP-1, PAGES 120-121 (1-11)		20
12. Checking Your Change With Cash Receipts	MP-1, PAGES 122-123 (1-12)		10
13. Finding an Average	MP-1, PAGES 126-127 (1-9)		10
14. Reading Paycheck Stubs	MP-1, PAGES 128-129 (1-13)		20
15. Check Cashing Rates	MP-1, PAGES 130-131 (1-15)		10
16. Understanding Tax Statements	MP-1, PAGES 132-133 (1-14)		20
17. Figuring the Cost of Electricity	MP-1, PAGES 134-135 (1-10)		10
18. Reading Time Schedules	MP-1, PAGES 136-137 (1-13)		10
19. Checking Up on Math Technology	SHEET		20
20. TIMED TEST	SHEET		80% and above

TOTAL - 350 points

MATH TECHNOLOGY II NUMBER POWER BOOK 2

MORE DECIMALS			
1. Multiplying Decimals	MP-2, PAGES 59-61 (1-16)		10
2. Applying Your Skills	MP-2, PAGE 63 (1-10)		10
3. Dividing Decimals by Whole Numbers	MP-2, PAGE 64 (1-4)		10

24. Dividing Whole by Decimals	MP-2, PAGE 67 (1-4)		10
25. Applying Skills	MP-2, PAGE 69 (1-8)		20
26. Skills Inventory	MP-2, PAGE 70-72 (1-25)		25
PERCENTAGES			
27. Changing Decimals to Percents	MP-2, PAGE 76 (Rows 1-4)		10
28. Changing Percents to Decimals	MP-2, PAGE 77 Rows 1-3		10
29. Changing Fractions to Percents	MP-2, PAGE 78 (Rows 1-6)		10
30. Changing Percents to Fractions	MP-2, PAGE 79 (Rows 1-4)		10
31. Finding a Percent of a Number	MP-2, PAGE 81 (Rows 1-5)		10
32. Find the Following	MP-2, PAGE 82 (Rows 1-4)		10
33. Applying Your Skills	MP-2, PAGES 83-84 (1-16)		25
		TOTAL - 180 points	
BASIC GEOMETRY			
34. Volume:	MP-2, PAGES 108-109 (1-9)		10
35. Circumference: Finding the Distance	MP-2, PAGES 110-111 (1-9)		10
36. Area:	MP-2, PAGES 112-113 (1-9)		10
REAL LIFE AND EMPLOYMENT			
37. Finding Interest for One Year	MP-2, PAGE 118-119 (1-8)		20
38. Finding Interest for Less Than 1 Year	MP-2, PAGE 120 (1-5)		20

39. Finding Interest for More than 1 Year	NP-2, PAGE 121 (1-5)		20
40. Finding Compound Interest	NP-2, PAGE 122-123		20
41. Using a Tax Rate Schedule	NP-2, PAGE 130-131 (1-10)		20
42. Working With a Budget	NP-2, PAGE 134-135 (1-13)		20

TOTAL - 150 points